

1 Profile Name

Teacher Code TH-XX

Where XX is CM (first part)

1.1. Job description

Teachers plan and implement goal-oriented lessons, targeted to the respective group of apprentices in the framework of the official educational plan providing technically up to date knowledge and thus developing competencies. They do so by implementing different methods and settings taking into account the previous knowledge to motivate the self-driven learning of the apprentices. They evaluate the effect of their teaching and make reflections on the improvement of their own teaching.

They help the apprentices to relate practical approach to theoretical concepts learnt in the classroom. They make apprentices aware of health, safety and environment (HSE) concerns. Teachers encourage apprentices to make presentations to improve their ability to communicate and remove stage fear. Teachers are seen more as friendly coaches who encourage apprentices to search for solutions with proper guidance.

The class room teaching is aligned to practical use than just pure theoretical concepts. Therefore, they apply the situation oriented didactics approach. Teachers should work in close co-ordination with the Instructors to make sure that theoretical learning and practical sessions go hand in hand wherever possible. Teachers enlarge their practical know-how by practical training in shop floors.

1.1 Domain Knowledge

Teachers should have sufficient knowledge of the engineering space in which teaching happens. They should be able to explain practices followed in the production floor with proper scientific reason in simple terms. They should be well aware of domain related safety measures.

1.2 Qualification & Experience

1.2.1. Qualification

Teachers should hold a recognized diploma or degree in engineering. Formal requirement to be eligible for the job as Teachers is a minimum of two years of teaching experience at a technical institute.

1.2.2. Experience

One year experience in the area of teaching is desirable.

1.2.3. Entry competencies

They should be fluent in spoken English (minimal language level B2) and should be able to teach in English. They should have knowledge of local language so that they can explain to apprentices who may be poor in English language.

They are able to identify the apprentices who need support in learning. They prepare class room assessments to assess the understanding of the subject and not encourage rote learning. Their attitude towards the apprentices is positive, potential-oriented and friendly.

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Teachers should have knowledge of the use of computers. They should be familiar with MS Office and able to use multi-media applications. They should be comfortable in using internet and ability to search for information and show pedagogy or instructional related material available on the internet to support their teaching.

1.3 Requirement of prior training in Swiss VET

No such requirement

1.4 Working environment and target groups

Teachers may be teaching in a technical college or work part time for the company. The apprentices in their class may come from different companies registered for VET program or from different VET streams in a company.

Teachers work typically with young apprentices between 16 and 22 years, coming from schools or Industrial Training Institutes (ITI). It is their aim to educate production technicians whose knowledge, abilities and attitudes meet the demand of the labor market. Thus, Teachers want to develop theoretical and practical competencies in engineering of the apprentices as well as support them in the process of personality development through passing on skills like communication, presentation, time- and self-management. Teachers often have apprentices with different prior learning and learning ability. It is their task to establish settings and learning opportunities that motivate apprentices.

1.5 Degree of autonomy and responsibility

Teachers have to be flexible at time to schedule the classes as per the demand and the need of the company. They are expected to liaise with the Instructors and Institute VET Manager to schedule the classes and topics synchronic to the practical learning.

1.6 Competencies to be developed in attending Swiss VET training on Teachers

1.6.1 Pedagogy Competencies & Resources

Apply the modern methods of class room training; use different learning forms and different presentation methods and multimedia.

Explain the goals and components of a training unit and create lesson plans and assessments. Undergo pedagogy training in Common Module (CM) - Pedagogy & Work skill module.

1.6.2 Instructional Competencies & Resources

As part of Common Module, Teachers are able to provide instructional teaching as well. This helps them in understanding how practical training is delivered. It also helps them to liaise with Instructors better.

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1.6.3 Competency Resource (CoRe) matrix

Competency	Resources
To plan vocational education lessons	<ol style="list-style-type: none"> 1. To define written learning objectives 2. To prepare a teaching unit 3. To prepare an exam 4. To organize excursions and site visits
To teach vocational education lessons in the classroom	<ol style="list-style-type: none"> 1. To apply different teaching methods 2. To apply different forms of classroom management 3. To apply different social forms 4. To respond to heterogeneity 5. To respond to conflicts 6. To apply different testing methods
To evaluate vocational education lessons in the classroom	<ol style="list-style-type: none"> 1. To improve their own lessons 2. To evaluate the lessons of other teachers 3. To evaluate apprentices in the class and also by practical assignments/ assessments
To make arrangements between vocational education partners' work	<ol style="list-style-type: none"> 1. To consider the interest of all vocational training partners at daily work 2. To represent the interests of the apprentices in daily work 3. To contribute to theory assessment exam questions
Self-development	<ol style="list-style-type: none"> 1. To visit the companies of the apprentices during each batch 2. To inform themselves about new technologies and integrate them into their lessons

1.6.4 Summary list of resources Teachers should have.

Resources		
Knowledge	Abilities	Attitudes
<ul style="list-style-type: none"> • Basics of CoRe AVIVA IPERCA • Didactics Basis Alignment Classroom Management Time management Planning • Didactic reduction • Social Forms Single Work Partner Work Group work Plenum • Didactics – methods Testing Heterogeneity Conflicts Communication • Step of proximal development 	<ul style="list-style-type: none"> • Use Application of IPERCA and AVIVA • Organize infrastructure for training • Plan lessons • Manage time • Communicate with apprentices and the VET manager • Apply methods and settings in classes • Anticipate problems • Respond to Heterogeneity • Solve conflict resolution (e.g. constructive questioning) 	<ul style="list-style-type: none"> • Flexibility • Creativity • Patience • Encouraging self-esteem • Positive Reinforcement (reveal competences not mistakes) • Self-criticism • Taking into account possible contributions of apprentices • Conviction that practical experience is the

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<ul style="list-style-type: none">• Swiss VET system as implemented in India• Maintenance of logbook and learning documentation• Syllabus to be followed	<ul style="list-style-type: none">• Give constructive Feedback• Assign realistic tasks• Respond to company needs	foundation of the teaching process
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